

Utah Core  
Criterion-Referenced Test

**Test Administration  
Manual**

**Secondary Mathematics**

Math 7  
Pre-Algebra  
Algebra 1  
Geometry  
Algebra 2

**2008**

The logo features the word "UPASS" in a stylized, handwritten-style font. The "U" is large and loops around the "P". Below the logo, the text "Utah Performance Assessment System for Students" is written in a smaller, sans-serif font, underlined.  
Utah Performance Assessment System for Students

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# **TEST ADMINISTRATION MANUAL**

## **Administering the Secondary Criterion-Referenced Tests**

The Utah State Office of Education

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction

Judy Park, E.Ed.  
Associate Superintendent  
Data, Assessment and Accountability

Deborah Swensen, M.Ed.  
Director  
Assessment



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## 2008 TEST OVERVIEW

**General Materials Needed:** test booklet, answer document, sharpened #2 pencil, an eraser, scratch paper, book to read (or another quiet, non-electronic activity)

### Math

Test	Sessions	Pilot Questions	New for 2008	Additional Materials
Math 7	3	Yes	<ul style="list-style-type: none"> <li>The 2008 CRT pilot items are aligned to the new Math Core Curriculum.</li> <li>New reference sheet for Section 3.</li> </ul>	Reference sheets, ruler, protractor, calculator
Pre-Algebra	3			Reference sheets, ruler, calculator
Algebra 1	3			Reference sheets, calculator
Geometry	3			Reference sheets, calculator
Algebra 2	2	Pilot only	New reference sheet for test	Reference sheets, graphing calculator

## 2008 TEST SCHEDULING GUIDE

**IMPORTANT:** This test is administered on multiple days in accordance with this scheduling guide.

<b>Math 7 Test Sessions</b>	<b>Activity</b>	<b>Time of Administration</b>
<b>Prep</b>	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 3 (Day 3)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Test administrators may determine if an additional session is needed.	As needed

  

<b>Pre-Algebra Test Sessions</b>	<b>Activity</b>	<b>Time of Administration</b>
<b>Prep</b>	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 3 (Day 3)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Test administrators may determine if an additional session is needed.	As needed

  

<b>Algebra 1 Test Sessions</b>	<b>Activity</b>	<b>Time of Administration</b>
<b>Prep</b>	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 3 (Day 3)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Test administrators may determine if an additional session is needed.	As needed

  

<b>Geometry Test Sessions</b>	<b>Activity</b>	<b>Time of Administration</b>
<b>Prep</b>	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 3 (Day 3)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Test administrators may determine if an additional session is needed.	As needed

  

<b>Algebra 2 Test Sessions</b>	<b>Activity</b>	<b>Time of Administration</b>
<b>Prep</b>	Completion of student information portion of test booklets (for new students only)	Approximately 5–10 minutes
<b>Section 1 (Day 1)</b>	Multiple-choice items	Approximately 50 minutes
<b>Section 2 (Day 2)</b>	Multiple-choice items	Approximately 50 minutes
<b>Completion Session</b>	Test administrators may determine if an additional session is needed.	As needed





## OVERVIEW OF THE CRITERION-REFERENCED TESTS

### INTRODUCTION

The Core Criterion-Referenced Tests (CRTs) were developed from the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by Utah teachers; district content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Assessment, Curriculum, and Students at Risk sections; and contracted curriculum and assessment experts.

### TEST SECURITY

**CRTs are highly secure materials and should be treated as such.** This means that tests should be handled only by qualified personnel, that a system of test accounting should be in place to ensure that test booklets are distributed and collected in a systematic and secure fashion, and that all test booklets are accounted for at the conclusion of testing. You are responsible for securely storing all **used and unused** test materials.

It is extremely important that all staff members involved in the distribution and administration of these tests follow the directions for administration very carefully. At the conclusion of testing, **all testing materials** (including this *Test Administration Manual*) must be returned to your school's testing coordinator.

### TESTING ETHICS

**Under no circumstances should actual questions from these tests be taught to or reviewed with students. Copying the test is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in disciplinary action and/or the loss of teacher licensure.

For further information regarding testing ethics and test security, see the Utah State Board of Education-approved *Standard Test Administration and Testing Ethics Policy*. This document is available at the following URL:

<http://www.schools.utah.gov/assessment/documents/AAEthicsPolicy.doc>.

## OVERVIEW OF TESTING ADMINISTRATION

### INTRODUCTION

CRTs are not timed. Every student should be provided sufficient opportunity to complete the test. Testing will need to be scheduled for any students who require test accommodations that cannot be facilitated during the regular testing sessions.

The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Unexpected circumstances (e.g., fire drills, power failures) may interrupt testing. If the interruption occurs during any testing session, instruct students to insert their answer documents in their test booklets and close their test booklets. The test administrator/proctor will determine if there is time for students to complete this task based on the test administrator's/proctor's knowledge of the urgency of the circumstances. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete the session.

### SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another teacher assigned to monitor make-up testing. Test completion sessions may include students working on different sections of the test.

For questions concerning the information presented in this manual or about administration of the CRTs, please contact your school's testing coordinator.

**CHECKLIST FOR TEST ADMINISTRATOR/PROCTOR****Before Testing:**

- \_\_\_\_\_ Meet with school's testing coordinator:
  - \_\_\_\_\_ To review testing procedures.
  - \_\_\_\_\_ To complete *Standard Test Administration and Testing Ethics Training*.
  - \_\_\_\_\_ To verify completion of training.
  - \_\_\_\_\_ To clarify any questions.
- \_\_\_\_\_ Notify students and parents about testing.
- \_\_\_\_\_ Encourage students to bring a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.
- \_\_\_\_\_ Become thoroughly familiar with the *Test Administration Manual*.
- \_\_\_\_\_ Receive materials from your school's testing coordinator and take an inventory to ensure you have the appropriate materials. Needed materials are as follows:
  - \_\_\_\_\_ supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers)
  - \_\_\_\_\_ test booklets (class set or one per student, depending upon how test booklets were ordered and supplied)
  - \_\_\_\_\_ an extra test booklet for demonstration purposes
  - \_\_\_\_\_ pre-printed answer document for each student on your roster
  - \_\_\_\_\_ several blank answer documents (one for each new student)
  - \_\_\_\_\_ scratch paper for each student
  - \_\_\_\_\_ a "TESTING, DO NOT DISTURB" sign for the door
  - \_\_\_\_\_ any additional supplies or materials specified for your subject area test (see page vi)
- \_\_\_\_\_ Review assessment accommodation and modification guidelines and make arrangements for students who qualify. Refer to Appendix A for instructions.
- \_\_\_\_\_ Complete the student information on the blank answer document for students without pre-printed answer documents, or schedule approximately 5–10 minutes for the students to complete the information. This information must be completed prior to the start of Session One. Refer to Appendix B for instructions.
- \_\_\_\_\_ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

### During Testing:

- \_\_\_\_\_ Administer the test following the script in the *Test Administration Manual* word for word.
- \_\_\_\_\_ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- \_\_\_\_\_ Continually monitor students to ensure that they are working on the test and that they understand how to fill in the circles on their test answer documents.
- \_\_\_\_\_ Check to see that students are on the correct section. If it is observed that a student inadvertently misses items or a page of questions, encourage him/her to go back and answer those questions.
- \_\_\_\_\_ Keep communication between you and the students to a minimum.
- \_\_\_\_\_ Supply students with new pencils as needed.
- \_\_\_\_\_ Let students know that it is okay if they do not know a specific answer, and encourage them to choose the best answer.
- \_\_\_\_\_ Maintain and oversee the security of all test materials.

### After Testing:

- \_\_\_\_\_ Arrange make-up and test completion sessions for students who miss all or part of the test.
- \_\_\_\_\_ Check to see that the student answer documents are complete and correctly marked (i.e., student information on pre-printed answer documents is correct; new students have completed the student information section; pencil was used instead of pen).
- \_\_\_\_\_ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- \_\_\_\_\_ Separate test materials as described below:
  - \_\_\_\_\_ test booklets (used and unused)
  - \_\_\_\_\_ used answer documents
  - \_\_\_\_\_ damaged, voided or non-routine answer documents
  - \_\_\_\_\_ unused answer documents
  - \_\_\_\_\_ this *Test Administration Manual*
  - \_\_\_\_\_ a list of students who did not complete the test
- \_\_\_\_\_ Complete the Special Codes box on the answer document/booklet for students who meet the specified criteria. Refer to Appendix D for instructions on marking the Special Codes box.
- \_\_\_\_\_ Organize and return all used and unused secure test materials to your school's testing coordinator.

# **Detailed Directions for Test Administration**

## **Secondary Mathematics**

**Math 7  
Pre-Algebra  
Algebra 1  
Geometry  
Algebra 2**

**2008**

## TEST ADMINISTRATION: SESSION ONE

Prior to beginning Session One, be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil, an eraser, scratch paper, a calculator, and any additional supplies or materials specified for your specific subject area.

### IMPORTANT

All directions following the word "SAY" are to be read aloud to students.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets, answer documents, and the reference sheets to be used for Sections 1 and 2 to the students.

**SAY: Look at the test booklet, answer document, and reference sheet I have just given you. Please do not open the test booklet until I tell you do so. Make sure the answer document has your name on it. [PAUSE.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

All students will need to grid their test Form Code in the appropriate place on their answer document. This code is located on the front cover of each test booklet.

**SAY: On the front cover of your test booklet, locate the Form Code of your test. If you have any questions, please raise your hand.**

It is important that the Form Code be filled in correctly because it affects accurate scoring of the test. The form code is a number and letter combined. Demonstrate the location of the Form Code by holding a test booklet up and pointing to the Form Code on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Code on the front cover of the test booklet.

**SAY: You will now complete the Form Code section on the answer document. Locate the side of your answer document that has your name printed on it. Find the section that is titled "Form Code." Write the number and letter of your Form Code in the space provided. Raise your hand if you need assistance.**

Provide a specific example on the board.

**SAY: Now fill the circles below the boxes that match the Form Code you have written.**

This information must be gridded properly to ensure the tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

**SAY: Check that your reference sheet indicates that it is to be used for Sections 1 and 2 [unless the test is Algebra 2].**

Once students have their materials, read the following overview of the test and general instructions.

**SAY: Today you will be taking the Utah Secondary Mathematics Test.**

**If you need a new pencil during the test, raise your hand and I will bring one to you.**

**Now open your test booklet to the page titled "GENERAL DIRECTIONS."**

PAUSE.

**SAY: Read the "General Directions" to yourself as I read them aloud.**

**"GENERAL DIRECTIONS**

**"This test booklet has three sections of multiple-choice questions. After you finish each section, stop and check your work in that section only. Do not continue on to another section until you are told to do so.**

**"Read each question carefully. Choose the best answer from the four answer choices. (If you are not sure about the answer, please make the best guess you can.) After you choose an answer, fill in the circle that matches your choice for that question on your answer document.**

**"Mark only one answer for each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one. DO NOT make any stray marks on your answer document.**

**"If you do not know the answer to a question, continue on to the following questions and return to the unanswered question later. (Please attempt to answer all questions on this test.) If you skip a question, make sure that you leave the answer circle for that question blank on your answer document.**

**SAY: "You may use a calculator on this test. You will have a reference sheet to help you answer questions. You may do your work on scratch paper. Please make sure you mark your answer on the answer document."**

**"If you finish early, you may go back within the section on which you are working and check your work."**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions the students ask.

**SAY: Now turn to page 4. Read the directions, as I read them aloud.**

**"Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions."**

**You may now begin Section One of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section One.

At the end of the testing session, read these directions:

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets, answer documents, and reference sheets.

Make certain the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary Mathematics Test.**

Store the test materials in a secure location between testing sessions.



**TEST ADMINISTRATION: SESSION TWO**

Be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil, an eraser, scratch paper, a calculator, and any additional supplies or materials specified for your subject area.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets, answer documents, and reference sheets to be used for Sections 1 and 2 to the students.

**SAY: Look at the test booklet and answer document I have returned to you. Please do not open the test booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**Make certain the Form Code printed on the front cover of your test booklet matches the Form Code gridded on your answer document. [PAUSE. If students have not previously gridded the Form Code on their answer documents, refer to the directions in Appendix C.]**

**If you do not have a test booklet or your correct answer document, please raise your hand.**

**Check that your reference sheet indicates that it is to be used for Sections 1 and 2 [unless the test is Algebra 2].**

If all the students in the testing session have been present and have read the "General Directions" in the previous testing session, you may elect not to read the instructions again. **If there are students who were not present for the previous session, please re-read the "General Directions" with all students before starting the second session.**

If the "General Directions" were not repeated, begin with the following:

**SAY: Please open your test booklet to the page titled "Section Two." The first question in this section is question # \_\_\_\_ on page \_\_\_\_.** [Test administrator needs to provide this information.] **Please find this number on your answer document. This is the first answer space you will mark.**

**Is there anyone who needs help finding the correct starting place?**

PAUSE. Help students who cannot find the appropriate place to begin.

## Utah Secondary Mathematics: Session Two

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**SAY: When you come to the stop sign, please recheck your work in the section you have just completed. Do not work in any of the other sections.**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions students may ask.

**SAY: Read the directions, as I read them aloud.**

**“Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions.”**

**You may now begin Section Two of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section Two.

At the end of the testing session, read these directions.

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets, answer documents, and reference sheets.

Make certain the Form Code is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary Mathematics Test.**

Store the test materials in a secure location between testing sessions.

**TEST ADMINISTRATION: SESSION THREE**

Be sure all student desks or tables are cleared of all non-testing materials. Students should have a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class. See that each student has a sharpened #2 pencil, an eraser, scratch paper, a calculator, and any additional supplies or materials specified for your subject area.

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may NOT use a pen.**

Distribute the test booklets, answer documents, and the reference sheets to be used for Section 3 to the students.

**SAY: Look at the test booklet and answer document I have returned to you. Please do not open the test booklet until I tell you to do so. Make sure the answer document has your name on it. [PAUSE.]**

**Make certain the Form Code printed on the front cover of your test booklet matches the Form Code gridded on your answer document. [PAUSE.** If students have not previously gridded the Form Code on their answer documents, refer to the directions in Appendix C.]

**If you do not have a test booklet or your correct answer document, please raise your hand.**

**Check that your reference sheet indicates that it is to be used for Section 3.**

If all the students in the testing session have been present and have read the “General Directions” in the previous testing session, you may elect not to read the instructions again. **If there are students who were not present for the previous sessions, please re-read the “General Directions” with all students before starting the third session.**

If the “General Directions” were not repeated, begin with the following:

**SAY: Please open your test booklet to the page titled “Section Three.” The first question in this test booklet section is question # \_\_\_\_ on page \_\_\_\_.** [Test administrator needs to provide this information.] **Please find this number on your answer document. This is the first answer space you will mark.**

**Is there anyone who needs help finding the correct starting place?**

PAUSE. Help students who cannot find the appropriate place to begin.

**SAY: When you come to the stop sign, please recheck your work in the section you have just completed. Do not work in any of the other sections.**

**Do you have any questions about these directions?**

PAUSE. Answer any procedural questions students may ask.

**SAY: Read the directions as I read them aloud:**

**“Choose the best answer for each multiple-choice question. Then mark your choice on your answer sheet. You may use a calculator to answer the questions.”**

**You may now begin Section Three of the test.**

While students are working, walk around the room to make sure they are answering all of the questions in Section Three.

At the end of the testing session, read these directions:

**SAY: If you need more time to complete the test, please tell me now.**

**Wait quietly in your seat while the test booklets and answer documents are being collected.**

Collect the test booklets, answer documents, and reference sheets.

Make certain the Form Number is correctly gridded on the answer documents.

Verify that **all** test booklets and other materials have been collected.

**SAY: This concludes the Secondary Mathematics Test.**

Return test materials to your school’s testing coordinator, and he/she will return the test materials to your district office.

**Thank you for your help in administering the Utah Secondary Mathematics Core Criterion-Referenced Test. Your hard work, care, and organization will help ensure valid and fair results, as well as speed up the scoring process.**

# **Test Administration Manual**

## **Appendices**

## APPENDIX A

### ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. These decisions apply to:

- English Language Learners.
- Students with Disabilities.
- Students with Section 504 Plans.

Accommodations are determined by an ELL, IEP or 504 team.

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate the Utah Performance Assessment System for Students (U-PASS). The most prominent federal laws are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

**Students** are expected to participate in the state accountability system. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

Decisions regarding accommodations and modifications must be made by an ELL, IEP, or 504 team and documented in the student's file. ELL team members, Individualized Education Program (IEP) team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments. **Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.**

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *U-PASS Assessment Participation and Accommodations Policy*. This document is available at the following URL:

[http://www.schools.utah.gov/eval/DOCUMENTS/Special\\_Needs\\_Accommodations\\_Policy.pdf](http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf).

**English Language Learners (ELL)**

The federal NCLB Act Title III and state U-PASS legislation and policy determine which ELL students take which CRT. This determination is based on the student's **number of years in the United States**. The pertinent guidance related to these policies is **summarized** below. All assessment decisions related to CRTs regarding ELL students should be informed by the school's ELL team.

<b>Years in U.S./Proficiency Level</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>
Less than 1 full year Enrolled on or after April 15 of the current year	no	no	no
Less than 1 full year Enrolled before April 15 of the current year	no	yes	yes
1–2 years Enrolled on or after April 15 of the previous year	no	yes	yes
1–2 years Enrolled before April 15 of the previous year	yes	yes	yes
3 years or more	yes	yes	yes

\* See the following document for further guidance: *U-Pass Assessment Participation and Accommodations Policy*.

**APPENDIX B****INSTRUCTIONS FOR CODING BLANK ANSWER DOCUMENTS**

**If appropriate, the test administrator/proctor may complete the student information sections for the students.** It is inappropriate for individuals not authorized to administer CRTs, such as other students, to complete the individual section on behalf of students.

Only students **without** pre-printed answer documents will complete the student information sections.

When students have their materials, give the following directions:

**SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen, colored pencil, or marker on this test.**

Ensure that each student has a sharpened #2 pencil.

**SAY: I am now going to give each of you a blank answer document. Do not write on the answer document until I tell you.**

Distribute an answer document to each student. Pause while students become familiar with their materials. As you give the instructions, ensure that students with pre-printed answer documents are not completing the information grids.

**SAY: If your name is not pre-printed on your answer document, you will now complete the information sections on your answer document.** [Point to the sections the student will fill in.] **If your name is pre-printed on the answer document, do not complete this information.**

**It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If you have a question, please raise your hand.**

**Turn the answer document so that the lines labeled "LAST NAME," "FIRST NAME," and "M" are at the top of the page.** [Demonstrate turning the answer document; point to the name fields.]

**Carefully print your last name, first name, and middle initial in the boxes provided. Use the name that matches your school records. Enter only one letter per box. Now fill in the circles below the boxes that match the letters you have written.**



Walk around the room to make sure that students are filling in the appropriate section of the answer document correctly. If there are students whose last or first names are too long for the spaces provided, instruct students to only write in the first eleven letters of their last name and the first nine letters of their first name. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

**SAY: Look at the section labeled “Student Number.”** [Point to the appropriate section.]  
**If you are unsure of your student number, I can give it to you. Please copy your student number into the boxes. Enter only one number per box. Make sure you copy the numbers correctly. Now fill in the circles below the boxes that match the numbers you have written.**

If the student numbers used in your district have fewer than ten digits, have the students start from the left-hand column and fill in the numbers as far as they go. If there are not enough numbers to fill in all columns, leave the rest blank. For example, if the student’s number is 1234567, the number will be written as 1234567 with three empty columns remaining. Have students fill in the circles below the boxes that match the numbers written. Students should enter their district student number, not their student statewide identifier (SSID), on their answer document. Contact your school’s testing coordinator if you have questions regarding the difference between students’ district student number and their SSID.

**SAY: Now find the section labeled “GRADE.”**

PAUSE.

**SAY: Fill in the circle that corresponds to the grade you are enrolled in for this school year.**

PAUSE.

**SAY: Do not mark the “ACCOMMODATIONS” or “SPECIAL CODES” boxes.**

PAUSE.

**SAY: This completes the information section of the answer document.**

It is the responsibility of school personnel to verify that students correctly encode their names and all other information if they do not have a pre-printed answer document.



**APPENDIX C****INSTRUCTIONS FOR MARKING THE FORM CODE ON THE ANSWER DOCUMENT**

**All students will need to grid their test Form Number in the appropriate place on their answer documents. This code is located on the front cover of each test booklet.**

**SAY: On the front cover of your test booklet, locate the Form Code of your test. If you have any questions, please raise your hand.**

It is important that the Form Code be filled in correctly because it affects accurate scoring of the test. The Form Code is a number and letter combined. Demonstrate the location of the Form Code by holding a test booklet up and pointing to the Form Code on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Code on the front cover of the test booklet.

**SAY: You will now complete the Form Code section on the answer document. Locate the side of your answer document that has your name printed on it. Find the section that is titled "Form Code." Write the number and letter of your Form Code in the space provided. Raise your hand if you need assistance.**

Provide a specific example on the board.

**SAY: Now fill the circles below the boxes that match the Form Code you have written.**

This information must be gridded properly to ensure the tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

## APPENDIX D

### MARKING THE SPECIAL CODES BOX ON THE ANSWER DOCUMENT

#### BASIC RULES

- The Special Codes box is to be marked only for a small percentage of students.
- If the Special Codes box is marked, only one circle should be filled within the box.
- A blank pre-printed answer document will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the Special Codes box.
- All answer documents must be returned to the USOE for scoring, reporting, and accountability.

#### Mark the Special Codes box on the answer document only if a student:

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the test (mark reason in non-participation section).
- Did not participate in the assessment (mark reason in non-participation section).

**For non-standard participation mark:**

- “Accommodated” if accommodations were provided.  
In addition, indicate in the “Accommodations” box (in the upper right-hand corner) all specific accommodations provided.
- “Private or Home School” if the student is educated in a private school or home school setting.
- “Modified” if a modified assessment was administered.

**For non-participation mark:**

- “Absent” if the student was not present during any part of the test administration period and was not able to make up the test.
- “Excused” if the student could not take the test as a result of a medical emergency.
- “Unknown student” if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in the school.
- “Officially withdrawn from school” if the student is no longer enrolled in the class/school.
- “ELL First Year in U.S. April 15 or later” if the student is an ELL student and enrolled on or after April 15 of the current school year.
- “Private or Home School non-participation” if the student is educated in a private or home school setting and did not take the test but has a pre-printed answer document.
- “RT” if the student refused to take the test even though there were efforts to encourage participation in the test.
- “UAA” if the student participated in Utah’s Alternate Assessment instead of the CRT.







UTAH STATE OFFICE OF EDUCATION  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

Patti Harrington, Ed.D.  
State Superintendent of Public Instruction



UT00000872